

The background of the slide is a solid dark brown color, overlaid with a pattern of stylized, semi-transparent autumn leaves in various shades of brown and tan. The leaves are scattered across the entire frame, creating a textured, seasonal feel.

Reading First Administrator's Meeting

November 7, 2007

Fountains Conference Center

Agenda

- Welcome and Introductions
- Budget Information and Yearly Planning
- English Language Learners
- Lunch
- Sustainability/Action Planning
- Doing What Works
- Leadership Observations/Reflections
- Questions

Look at the Year

- Budget
- Professional Development
- Summer Plans
- Reading Research
- TRAs

English Language Learners

- IES Practice Guide
- Practical and coherent information on critical topics related to literacy instruction for English Learners:
 - *Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades*
 - by Russell Gersten, Scott Baker, Timothy Shanahan, Sylvia Linan-Thompson, Penny Collins, and Robin Scarcella.

Practice Guide

- Goal is to help districts make decisions about policy involving English language learners literacy instruction based on research
- Recommendations on
 - curriculum selection,
 - sensible assessments for monitoring progress, and
 - reasonable expectations for student achievement and growth

Recommendations

- Screen for Reading Problems and Monitor Progress
- Provide Intensive Small-group and Reading Interventions
- Provide Extensive and Varied Vocabulary Instruction
- Develop Academic English
- Schedule Regular Peer-assisted Learning Opportunities

Assessments

- Establish procedures and training for the screening of English learners
- Progress monitoring should be weekly or bi-weekly
- Data should be used to make decisions about the instructional support
- Use the same standards and performance benchmarks
- Provide training for teachers on the use of data

Small-group and Intervention

- Use an intervention program to provide explicit and direct instruction of the core elements of reading
- Implemented for at least 30 minutes in small, homogeneous groups
- Training and on-going support for teachers and interventionists
- Training should focus on how to deliver instruction effectively

Vocabulary Instruction

- Provide high-quality vocabulary instruction throughout the day
- Teach essential content words in depth
- Use instructional time to address meanings of common words, phrases, and expressions not yet learned
- PD and coaching will be necessary for teachers to learn to provide effective vocabulary instruction

Academic English

- Ensure that the development of formal or academic English is a key instructional goal for English learners
- Teach academic English in the earliest grades
- Provide teachers with appropriate professional development to help them learn how to teach academic English
- Consider planning a time each day to teach academic English

Peer-assisted Learning

- Develop plans that encourage teachers to schedule about 90 minutes a week with activities in reading and language arts that entail students working in structured pair activities
- Consider the use of partnering for English language development instruction

